

<b>Module title</b>		<b>Abbreviation</b>
Evidence-based placement 2		o6-SH-Prak2-162-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education III: Speech and Language Pathology
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
	undergraduate	--
<b>Contents</b>		
<p>The knowledge acquired in the theoretical and practical classes enables the students to carry out anamnesis and consultations, establish diagnoses and plan, organise, evaluate and document the therapy process. Patient-specific work: treatment, preparation and follow-up, monitoring and co-treatment. Carrying out anamnesis, conversation techniques, written planning and documentation of logopaedic treatment.</p>		
<b>Intended learning outcomes</b>		
<p>Professional competence: The students plan and conduct therapeutic interventions and evaluate their effectiveness in view of ICF. They document their plans and results in written form. Implementation competence: The students successfully conduct a flexible logopaedic therapy. They determine the duration and prioritisation of individual practice areas in accordance with the patient's needs. They are able to provide individual and target-oriented assistance. If necessary, the students show model behaviour and apply different forms of feedback in a differentiated manner. Social-communicative competence: During therapy, the students adjust their verbal and non-verbal behaviour to the patient and disorder. They apply different conversation techniques. They show empathy. They maintain efficient contact with patients and relatives. Personal competence: The students' contact with patients becomes increasingly professional and they realise how their own personality plays an important role in the therapeutic process. They succeed in keeping an appropriate balance between closeness and distance in their relations with patients and relatives. The students develop self-confidence by becoming aware of their own strengths and weaknesses. Reflection competence: The students evaluate their own role as a therapist and the effectiveness of therapy. They analyse the effectiveness of their methodological and didactic means in an ICF-oriented way. They evaluate their own conversational behaviour and interpret the reactions of their counterpart. They include patients, relatives and the interdisciplinary team in the logopaedic therapy in a process-oriented manner.</p>		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
<p>P (o) Number of weekly contact hours: no information on number of weekly contact hours available since placements are to be completed over the course of several semesters and during semester break</p>		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
<p>documentation of practical course (approx. 20 pages) Language of assessment: German and/or English</p>		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		



Bachelor' degree (1 major) Academic Speech Therapy (2015)